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ABSTRACT

This report briefly discusses the development of a survey instrument that will be used for an impact study of Wisconsin State University at River Falls. The questionnaire will be sent to 9,000 living graduates for whom addresses are available. Two books relevant to the study are briefly summarized. Both are entitled "They Went to College," and were written by C. Robert Pace, and jointly by Ernest Havemann and Patricia Salter West, respectively. The procedures used to develop the questionnaire basically involved a faculty committee reacting to the work of a single individual, followed by a tryout of the instrument on 50 graduate students. The survey instrument is included in the appendix. (AF)

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The Wisconsin State Universities Consortium of Research Development

Research Report

A PILOT PROJECT TO DEVELOP INSTRUMENTS FOR AN IMPACT STUDY OF WISCONSIN STATE UNIVERSITY - RIVER FALLS

Walker D. Wyman
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Cooperative Research

Wisconsin State Universities
and the
United States Office of Education
Bureau of Research - Higher Education

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FINAL REPORT

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HEALTH, EDUCATION, AND WELFARE

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TABLE OF CONTENTS

SECTION	PAGE
Summary.	1
Background for the Study	1
Methods of Procedure	4
Findings and Conclusions	5
Selected Bibliography.	6
The Survey Questionnaire	9

Summary

As an outgrowth of discussions relating to the coming centennial of the founding of Wisconsin State University - River Falls in 1874, an impact study of the institution and its graduates was deemed desirable. Reviews of the literature located several suggestions, but only two comprehensive studies of the general type envisioned here. No comprehensive studies of the graduates of this type of insitution could be found.

The project described in this report deals with the development of the survey instrument to be used in a follow-up study of the 9,000 living graduates for whom up-to-date addresses are available out of the 11,440 total who have graduated from this institution since its founding. Procedures used in developing the questionnaire basically involved a faculty committee reacting to the work of a single individual followed by a tryout on 50 graduate students. The resulting instrument is reproduced in the appendix of this document.

Background for the Study

Wisconsin State University - River Falls will observe its centennial anniversary in 1974. Founded as a one-year school in 1874, River Falls progressed to a two-year institution in 1875, a three-year institution in 1914 and finally a four-year institution in 1927. After being labelled a State Teachers College in 1927, it was renamed a State College in 1951 and a State University in 1963. The Normal changed from a single purpose teacher-education school to a multi-purpose teacher-education and liberal arts occupational curricula institution.[1] To date, a total of 11,440 students have graduated.[2]

Little knowledge has been gathered about these graduates. Just what has the university done to the students over the years? What did a college education do to a Polk County farmer's son? What are his attitudes on government, religion, family and politics? What is his value system today? And in turn, what does he do for his community, what impact has he had upon the society he inhabits? Havemann and West[3] stated it this way:

> The facts have been pretty scarce. What does a college do to its students? What kind of breadwinners does it turn out, and what kind of citizens with what kind of political and

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[1]Walker D. Wyman (ed.), History of Wisconsin State Universities (River Falls, Wisconsin: River Falls State University Press, 1968), pp. 133-168.

[2]Registrar's records.

[3]Ernest Havemann and Patricia Salter West, They Went to College (New York: Harcourt, Brace and Company, 1952, pp. 4-5.

social attitudes? (What happens to the marriages of college graduates?). . .Has their education made them happier or has it just made them restless? What happens to the A students . . .and to the D students?. . .In short, is college really worth all the time and trouble?

This project was to design and construct a pertinent questionnaire for use in a survey of the impact of graduates of Wisconsin State University - River Falls. Specifically, the three areas of impact inquiry were:

1. The graduate before River Falls.

2. The graduate's present beliefs, attitudes and opinions.

3. The graduate after River Falls.

In 1974, the history of Wisconsin State University - River Falls will be published by Dr. Walker D. Wyman, Professor of History on the staff at River Falls. He felt that to write the history of an educational institution, information about its graduates must be at hand, for without the students there would be no university. Wyman explained his expectations of the study this way: "I like to think of it as a biography of a class or classes that somehow tells the story of the institution's impact upon the people and region it serves."[4]

Thus, this study was important in that it served as the preliminary step for a much larger investigation as well as resulting in a questionnaire for use in that investigation.

Freedman[5] generalized that in the long run the best evaluation of the meaning of a college education is likely to result from studies of alumni. Unfortunately such studies are complex and not easily carried out and as a result there have been few important studies in this area. Most of the empirical studies center on various gross sociological factors, such as the income of college graduates, the age at which they married, or the number of children they have. Other studies utilizing questionnaires assessed such factors as the esthetic values of college graduates, their interests and opinions, and their attitudes toward various aspects of their college careers. Freedman concluded, nevertheless, that rare indeed were comprehensive studies of college alumni.

Two books which proved quite extensive in coverage, were found. They are partlally summarized here because they are as comprehensive as the proposed study.

The first book was Pace's They Went to College.[6] Pace surveyed samples of the men and women who entered the University of Minnestoa

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[4]Walker D. Wyman, An Interdepartmental Memorandum at Wisconsin State University - River Falls, November 14, 1968, p. 2.

[5]Nevitt Sanford (ed.), The American College (New York: John Wiley and Sons, Inc., 1962), pp. 847-848.

[6]C. Robert Pace, They Went to College (Minneapolis: The University of Minnesota Press, 1941), Chap. II.

in 1924, 1925, 1928, and 1929. The survey was conducted in 1937 through the use of a fifty-two page mail questionnaire.

The second book was also entitled They Went to College, written by Ernest Havemann and Patricia Salter West.[7] They reported on questionnaire returns from 9.064 respondents representing 1,037 colleges. The data were obtained in 1947. They study was designed originally to shed light on readers of TIME magazine and was not intended to be a study of college-educated people as such. Most TIME readers are college-educated, however, so the data lent themselves to a study of the general state and activities of men and women who have attended college.

Pace found that the lives of alumni were pretty much centered in the "private" sphere, with the family, work and recreation as the predominant interests. The alumni voted and were interested in governmental policies, but tended to be rather passive politically. Intellectual and esthetic pursuits did not loom large in their lives. Pace suggested that "colleges may not be producing the cultural values they so frequently claim." He concluded that the chief differences between graduates and people who dropped out of college were in the vocational realm with the income of the graduates being somewhat higher and their reported job satisfaction somewhat greater.[8]

In the more recent study, Havemann and West reported almost universal satisfaction with college experience. Ninety-eight percent of the respondents would choose to go to college again, were they reliving their lives, and 84 percent would choose the same college. This satisfaction did not hold, however, for the general type of curriculum or course pursued in college. In fact, this area was the focus of the greatest dissatisfaction with the college experience. In the matter of general versus more specific kinds of education, 44 percent were satisfied, 35 percent wished they had had a more specific kind of training, and 21 percent wished they had had a more general educational experience. In the professions, those who had had a more general type of undergraduate education tended to be "the more active and interested citizens." Students with high grades were found to be more likely to enter professions and even to earn more money in a given profession than were students with lower grades. The degree of college satisfaction though related to grades, was little related to type and extent of extra-curricular activity. Alumni who had obtained higher grades as students were more content with their college, major and extent of specialization.[9]

Havemann and West noted that college educated men and women tend to marry individuals of similar educational levels. And that at all age levels the incidence of divorce was lower for college graduates than for people with less education.[10]

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[7] Havemann and West, op. cit., See Foreword and Appendix.

[8] Ibid., Chap. 9.

[9] Ibid., Chap. XI.

[10] Ibid., Chap. IV.

Havemann and West also discovered that among college-educated people, Republicans outnumbered Democrats by a margin of three to two. Republicans were in the majority for all income levels indicating that preference for the Republican party was not associated more with level of income than with education. Havemann and West further detected a tendency toward an increasing number of the younger alumni calling themselves "independents."[11]

Even in light of such studies Sanford commented that one fact is evident, "there is a remarkable discrepancy between the wide public acceptance of the value of college education and the paucity of demonstrated knowledge that it does some good."[12] Sanford stated, however, that appraising the lasting effects of college can be attacked effectively when energy and resources are sufficient. This certainly opens a whole new corridor of investigation for researchers.

Methods of Procedure

The preliminary stages of pilot work were made up of several conferences with interested faculty members in order to delineate and refine the objectives of, and reason for, the proposed study.

Relevant literature relating to similar studies was carefully scrutinized. A collection was made of a number of partial studies. Further, extensive reading was conducted in order to become familiar with factors to be considered in the preparation of a questionnaire.

Since the TIME questionnaire (used in the report of Havemann and West) was not included in the text, a letter was dispatched to the research department of TIME requesting a copy. It was received within a few days. The questionnaires used for both studies reported in book form proved to be invaluable resources.

The "Jury of experts" who acted on a consultant committee as the questionnaire was built included these faculty members of Wisconsin State University - River Falls: Dr. Marvin D. Thompson, Dr. Wayne Wolfe, Dr. L. Gordon Stone, Dr. James McLaughlin, Dr. James Dollahon, Miss Amy Fuller, and Dr. Wilbur Sperling.

At the first meeting of the committee the experimentor presented an outline of specific topics to be included in the questionnaire. Members of the committee gave suggestions for additional questionnaire topics and generally discussed the direction they felt the study should take.

After the first meeting letters were dispatched to Dr. Nevitt Sanford, Professor of Psychology and Education, Stanford University; Dr. Leo A. Munday, Director of Research Service Operations, American College Testing Program; Dr. Richard Prince, Chicago State College; and Dr. George D. Spindler, Department of Anthropology, Stanford University, requesting copies of attitude-value inventories which had been used in previous studies. All four were received and portions adapted for use in this study.

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[11] Ibid., Chap. X.

[12] Sanford, op. cit., p. 805.

The questionnaire itself was prepared a sub-section at a time. As each version of the questionnaire was completed it was presented to the board of experts who approved, revised, rejected and generally interpreted the questions. Careful consideration was given to such factos as wording, sequence of questions and length of the questionnaire in order to encourage a high level of responses. Each version was then rewritten and returned to the committee for final appraisal. This procedure was repeated three times before the questionnaire was finally approved.

Findings and Conclusions

The questionnaire developed in this project may be found in the appendix. During the 1969 Summer Session it was tried out on 50 graduate students enrolled on this campus with several items revised in terms of that experience.

Funding has been arranged to solicit responses on the questionnaire in February, 1970, using as subjects the approximately 9,000 living graduates on whom the University has up-to-date addresses. The results should provide a comprehensive "portrait" of the impact of the institution on its graduates and their impact on society.

Present plans call for publication in terms of a series of scholarly articles as well as a book written for the general public.

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A L U M N I S U R V E Y
WISCONSIN STATE UNIVERSITY - RIVER FALLS

Name: _____ Sex: _____ Age: _____

Graduation Date(s): _____

PART I
Before River Falls

PLACE A CHECK MARK IN THE BLANK NEXT TO THE CHOICE WHICH BEST ANSWERS EACH QUESTION

Where did you live? And where are you now living? (Check proper space in each column)

		Place you were born (12)	Place you spent most pre-college years (13)	Place you spent most post-college years (14)	Place now living (15)
On a farm	(1)				
In a rural home (non-farm)	(2)				
In a small town (up to 2,500)	(3)				
In a small city (Up to 25,000)	(4)				
In a medium city (up to 100,000)	(5)				
In a big city (up to 500,000)	(6)				
In a metropolis (over 500,000)	(7)				

	Nation?	State or Province?
Where were you born? (16-19)		
Where do you now live? (20-23)		

What was your father's occupation for the greater portion of his life? (24-25)

Business

(01) ___ Manufacturing
(02) ___ Wholesale or Retail trade
(03) ___ Service business (advertising, repair, motels, laundry)
(04) ___ Banking & other finance, insurance, real estate
(05) ___ Public utilities, TV, transportation, radio
(06) ___ Construction, engineering, architecture
(07) ___ Mining
(08) ___ Agriculture, farming
(09) ___ Forestry
(10) ___ Other

OR

(11) ___ Medicine
(12) ___ Dentistry
(13) ___ Law
(14) ___ Science
(15) ___ Government
(16) ___ Arts
(17) ___ Education
(18) ___ Ministry
(19) ___ Other

DO NOT Write in this Space	
1-5	
6	
7-8	
9-10	
11	
12	
13	
14	
15	
16-17	
18-19	
20-21	
22-23	
24-25	

Finally, give his specific job position or title for the greater portion of his working life. (26-27)

_____

While you were living at home, was your mother employed outside the home? (28)

___Yes
___No

If "yes,"

___Part-time
___Full-time

If "yes," give her specific job position or title. (30-31)

_____

Whenеyou were a child, what was your family income relative to your community? (32)

(1)___Above average
(2)___Average
(3)___Below average

How many children did your parents have? (33-34)
(INCLUDE YOURSELF)

Boys		Girls
	0	
	1	
	2	
	3	
	4	
	5	
	6	
	More	

(If More, please insert number)

What religion were your parents?

		Father (35)	Mother (36)	In which were you instructed as a child? (37)
Protestant	(1)			
Roman Catholic	(2)			
Jewish	(3)			
None	(4)			
Other	(5)			

If Protestant, what denomination? (Here indicate any changes from one denomination to another.)

Mother (38-41) _____
Father (42-45) _____
Your childhood denomination (46-69) _____

How did your parents usually vote?

		Father (50)	Mother (51)
Republican	(1)		
Democrat	(2)		
Independent	(3)		
Don't Know	(4)		

26-27
28
29
30-31
32
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36
37
38-45
46-49
50
51

What was the educational background of your parents?
(CHECK HIGHEST PROGRESS)

		Father (52)	Mother (53)
Completed some lower grades	(1)		
Graduated from 8th grade	(2)		
Completed some high school	(3)		
Graduated from high school	(4)		
Completed some college	(5)		
Graduated from college	(6)		
Other	(7)		

What type of grade school did you attend?

		(54)
One room, public	(1)	
Graded, public	(2)	
Parochial	(3)	

What was the size of your high school graduating class? (55)

(1) ___ 1-25
(2) ___ 26-99
(3) ___ 100-399
(4) ___ 400-1000
(5) ___ Over 1000
(6) ___ Did not graduate

As nearly as you can recall, what was your high school rank? (56)

(1) ___ Among the top 5%
(2) ___ Upper 10%
(3) ___ Upper 25%
(4) ___ Upper 50%
(5) ___ Lower 50%
(6) ___ Lower 25%
(7) ___ Not Known
(8) ___ Not applicable

52 ___
53 ___
54 ___
55 ___
56 ___
57 ___
58 ___
59 ___
60 ___
61 ___
62 ___
63 ___
64 ___
65 ___
66 ___
67 ___
68 ___

I feel that my experience at River Falls . . .

1 - Had significant impact on
2 - Had little impact on
3 - Had no impact on
4 - Had a detrimental impact on

(57) ___ my ability to think and reason.
(58) ___ my intellectual interests and understanding of the world.
(59) ___ my appreciation of art, music, literature and other cultural expressions.
(60) ___ my discovery of vocational interest.
(61) ___ my attaining specific job skills.
(62) ___ my meeting academic requirements necessary to enter a profession.
(63) ___ my effectiveness in interpersonal relations.
(64) ___ my learning how to be an effective leader.
(65) ___ my becoming more capable and interesting socially.
(66) ___ my learning how to deal with political or social injustice.
(67) ___ my developing more personal independence and self reliance.
(68) ___ my finding a cause or causes I could really believe in.

How did you choose your course of study? (69) Check One

(1)___Always wanted to be . . .
(2)___Good income prospects.
(3)___Found I did well in . . .
(4)___Just drifted into . . .
(5)___A classmate or classmates influenced me.
(6)___An instructor impressed me . . .
(7)___I disliked what I started in so . . .
(8)___My parents influenced me.
(9)___Other

PART II
My Opinions, Attitudes & Values

PLACE A CHECK MARK TO INDICATE YOUR FEELINGS ON EACH OF THE FOLLOWING ITEMS

		(1) Strongly agree	(2) Qualified agreement	(3) No Opinion	(4) Qualified disagreement	(5) Strongly disagree
Rioting should be brought under control through police action when is interrupts the normal activity of others.	(12)					
Teachers should have the right to strike	(13)					
The electoral college system needs to be reorganized.	(14)					
The space program must continue to progress in spite of heavy costs.	(15)					
The voting age should be lowered.	(16)					
George Wallace was good for the 1968 election.	(17)					
The press must make a greater effort not to bias the facts in the news.	(18)					
The draft system needs revision.	(19)					
The United States should have stayed out of Viet Nam entirely.	(20)					
Important leaders must refrain from public appearances where security is almost impossible.	(21)					
Nixon will probably achieve better world relationships for the U.S. than did Johnson.	(22)					
Every effort should be made to bring about world disarmament.	(23)					
All Americans--Negroes, Jews, the foreign born, and others--should have equal opportunity in social, economic and political affairs.	(24)					
The entire world must take action in order to conserve water, air and resources in general or we face disaster.	(25)					
Birth control measures should be used throughout the world.	(26)					
Religion has little to offer intelligent, scientific people today.	(27)					

PLACE A CHECK TO INDICATE WHETHER YOU BELIEVE A STATEMENT IS TRUE OR FALSE. (OMIT IF UNDECIDED)

(1) TRUE	(2) FALSE	
		(28) I pray several times a week.
		(29) I believe there is a God.
		(30) I believe in a life hereafter.
		(31) When it comes to differences of opinion in religion we should be careful not to compromise with those whose beliefs are different from ours.
		(32) It doesn't matter to me what church a man belongs to or whether or not he belongs to a church at all.
		(33) My church, faith, or denomination has the only true approach to God.
		(34) I have read little or none of the Bible.
		(35) In religious matters I believe I would have to be called a skeptic or an agnostic.
		(36) Organized religion, while sincere and constructive in its aims, is really an obstacle to human progress.
		(37) We cannot know for sure whether or not there is a God.
		(38) Society puts too much restraint on the individual.
		(39) Our way of doing things in this nation would be best for the world.
		(40) All groups can live in harmony in this country without changing the system in any way.
		(41) Every wage-earner should be required to save a certain part of his income each month so that he will be able to support himself and his family in later years.
		(42) Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.
		(43) Nothing about communism is any good.
		(44) Disobedience to the government is sometimes justified.
		(45) I am in favor of strict enforcement of all laws no matter what the consequences.
		(46) I believe it is a responsibility of intelligent leadership to maintain the established order of things.
		(47) I should like to belong to several clubs or lodges.
		(48) I want to be an important person in the community.
		(49) I generally attend the meetings of school or community organization.
		(50) I am aroused by a speaker's description of unfortunate conditions in a locality or country.
		(51) Assuming that I had sufficient leisure time, I would prefer to use it to develop a favorite skill rather than to do volunteer social work or public service work.
		(52) I discuss the causes and possible solutions of social, political, economic or international problems.
		(53) When I work on a committee I like to take charge of things.
		(54) Every person ought to be a booster for his own home town.
		(55) I like to serve as a member of a committee in carrying out some activity or project.
		(56) I am uninterested in discussions of the ideal society or Utopia.

(1) TRUE	(2) FALSE		
		(57) I like to fool around with new ideas, even if they turn out later to have been impractical.	
		(58) I react to new ideas which I hear or read about by analyzing them to see if they fit in with my own point of view.	
		(59) I like to do work which requires little study or thought after it is once learned.	
		(60) The idea of doing research does not appeal to me.	
		(61) I am tantalized by a question or problem until I can think through to an answer that is satisfactory to me.	
		(62) I am bored by discussions of what life will be like one hundred years from now.	
		(63) I like to discuss and think about the values of life, such as what makes an act good or evil.	
		(64) I like to look for faulty reasoning in an argument.	
		(65) I prefer popular music to classical music.	
		(66) I enjoy looking at paintings, sculpture, and architecture.	
		(67) I am fascinated by the way sunlight changes the appearance of objects and scenes.	
		(68) I analyze what I like or dislike about a movie or play which I have seen.	
		(69) I like to read about science.	
		(70) I like to read about artistic or literary achievements.	
		(71) I think I would like to drive a racing car.	
		(72) I enjoy reading, listening to, and sometimes writing poetry.	
		(73) I read a great deal even when my work does not require it.	

CONSIDERING YOUR GOALS IN LIFE, RATE EACH OF THE FOLLOWING USING THIS SCALE.

1 - Essential
2 - Very Important
3 - Desirable (but not necessary)
4 - Not Important
5 - Not Applicable

(12)___To be financially successful.
(13)___To do my part in making the world a better place to live.
(14)___To do my job well.
(15)___To be known for my achievements.
(16)___To travel widely.
(17)___To do creative work in the arts.
(18)___To be politically active.
(19)___To further my education.
(20)___To have a large circle of friends.
(21)___To live by religious principles.
(22)___To have (or have had) children.
(23)___To have a comfortable standard of living.
(24)___To have a happy married life.
(25)___To make scholarly contributions.
(26)___To get away from the congestion of society.
(27)___Other _____

CHECK A OR B. PRECEDE EACH STATEMENT WITH THE PHRASE, "I OUGHT TO . . ."

(28)___A. Feel that happiness is the most important thing in life.
___B. Feel that being respected is the most important thing in life.

(29)___A. Feel that it is most important to live and plan for the future.
___B. Feel that today is important, and I should live each day to the fullest.

(30)___A. Work as hard as I can in order to be successful.
___B. Work as hard as I can in order to enjoy some of the luxuries of life.

(31)___A. Get the kind of job which will bring me in contact with many interesting people.
___B. Get the kind of job which will make me a success in life.

(32)___A. Feel that "right" and "wrong" are relative terms.
___B. Feel that I should have strong convictions about what is right and wrong.

(33)___A. Feel that style is more important than quality in clothes.
___B. Feel that quality is more important than style in clothes.

(34)___A. Feel that everybody misbehaves once in a while but the important thing is not to make the same mistake over again.
___B. Feel guilty when I misbehave and expect to be punished.

(35)___A. Deny myself enjoyment for the present for better things in the future.
___B. Be able to have as much enjoyment as my friends have since medicare and social security will adequately meet my needs in old age.

PART III
After River Falls

If you work in business, is it . . . (36-37)

(01)___Manufacturing
(02)___Wholesale or Retail trade
(03)___Service businesses (advertising, repair, motels, laundry)
(04)___Banking & other finance, insurance, real estate
(05)___Public utilities, TV, transportation, radio
(06)___Construction, engineering, architecture
(07)___Mining
(08)___Agriculture
(09)___Forestry
(10)___Other

If you are not in business, are you in . . .

(11)___Medicine
(12)___Dentistry
(13)___Law
(14)___Science
(15)___Government
(16)___Arts
(17)___Education
(18)___Ministry
(19)___Other

OR are you . . .

(20)___Housewife
(21)___Student
(22)___Retired
(23)___Unemployed

Finally, give your specific position or title. (38-39)

_____

If you have not always been in the field indicated above, list major changes. (40-45) (EXAMPLE: Teacher to Insurance Salesman)

1)_____ to 2)_____ to 3)_____

What is your approximate annual income?

		(46-47) Your income from occupation	(48-49) Your total income (investments, spouses, etc.)
Under $3,000	(01)		
$3,000 - $3,999	(02)		
$4,000 - $4,999	(03)		
$5,000 - $7,499	(04)		
$7,500 - $9,999	(05)		
$10,000 - $11,999	(06)		
$12,000 - $13,999	(07)		
$14,000 - $15,999	(08)		
$16,000 - $19,999	(09)		
$20,000 - $29,999	(10)		
$30,000 - $49,000	(11)		
$50,000 and Over	(12)		

38-39
40-45
46-47
48-49
50
51
52
53
54
55
56

What is your marital status now? (50)

(1) ___ Single
(2) ___ Married
(3) ___ Separated

Have you ever been divorced? (51)

(1) ___ Yes
(2) ___ No

Have you ever been widowed? (52)

(1) ___ YYes
(2) ___ No

Were either of your parents ever divorced? (53)

(1) ___ Yes
(2) ___ No
(3) ___ Unknown

Do you have any children? (54)

(1) ___ Yes
(2) ___ No

If Yes, how many?

(55) Sons		(56) Daughters
	0	
	1	
	2	
	3	
	4	
	5	
	More	

If more, please insert number.

And what is the age of the youngest? (57)

(1)___Under 5
(2)___Between 5 and 12
(3)___Between 12 and 18
(4)___Over 18

If married and still adding to your family, how many more do you plan to have? (58)

_____

What is your present religion?

		(59) Yours	(60) Your Spouse's	(61) Your children's
Protestant	(1)			
Roman Catholic	(2)			
Jewish	(3)			
None	(4)			
Other	(5)			

IF protestant, what denomination?

(62-63) Yours_____
(64-65) Your Spouse_____
(66-67) Your Children_____

When attending college did you go to church more (1)_____, same(2)_____, or less (3)_____, than when you were growing up? (68)

At present do you go to church more (1)_____, same (2)_____, or less(3) _____, than in college? (69)

Do you now go to church . . .? (70)

(1)_____every week
(2)_____pretty regularly but not every week
(3)_____a few times a year
(4)_____rarely
(5)_____not at all

Do you regularly attend a religious organization other than the church service itself? (Women's groups, study clubs, teach Bible School) (71)

(1)_____Yes
(2)_____No
(3)_____Sometimes

Would you say that, as compared with when you were in college, your political, social and economic thinking is now . . . (72)

(1)_____more conservative
(2)_____About the same
(3)_____more liberal

Do you consider yourself (73)

(1)_____Republican
(2)_____Democrat
(3)_____Independent
(4)_____Other

57___
58___
59___
60___
61___
62-6_
64-6_
66-67
68___
69___
70___
71___
72___
73___

Did you vote in the last national election? (74)

(1)___Yes
(2)___No

Were you satisfied with the choices? (75)

(1)___Yes
(2)___No

In the 1968 election did you favor (76)

(1)___Humphrey
(2)___Nixon
(3)___Wallace
(4)___Other

Have you run for or held an elecitve office during the past 10 years? (77)

(1)___Yes
(2)___No

Have you furthered your education after graduating from River Falls? (12)

(1)___Yes
(2)___No

IF yes, indicate . . . (13)

(1)___After 2 or 3 year degree obtained B.S.
(2)___Have credits toward Master's
(3)___Have Master's
(4)___Have credits toward Ph.D.
(5)___Have Ph.D.
(6)___Have post-doctoral work
(7)___Credits, but not necessarily toward degree

Are you involved in work directly related to your education? (14)

(1)___Yes
(2)___No

IF no, could you do this work or have secured this position without your education? (15)

(1)___Yes
(2)___No

CHECK THE FIVE (5) ACTIVITIES YOU MOST ENJOY DOING DURING YOUR LEISURE TIME (16-25)

(01)___Winter sports (ex. skiing, skidooing)
(02)___Water sports (ex. swimming, boating)
(03)___Hunting and/or fishing
(04)___Biking
(05)___Hiking-nature
(06)___Participate in one or more of the following sports: (bowling, golf, tennis, badminton, volley ball, softball)
(07)___Attend one or more of the following sports events: (basketball, football, baseball, hockey)
(08)___Picnicing
(09)___Camping
(10)___Pleasure Drives
(11)___Concerts-attending
(12)___Lecturies-attending
(13)___Theater-attending
(14)___Art Galeries-visiting
(15)___Museums-visiting
(16)___Painting, sculpturing, etc.
(17)___Drama groups-participating in
(18)___Musical groups-participating in
(19)___Movies-attending
(20)___Watching TV
(21)___Listening to the Radio
(22)___Listening to Records
(23)___Reading for self-improvement

(24)___Reading for entertainment
(25)___Gardening
(26)___Carpentry
(27)___Sewing
(28)___Embroidery, knitting, weaving, etc.
(29)___Working at a special hobby
(30)___Resting
(31)___Loafing
(32)___Singing or playing a musical instrument
(33)___Visiting and entertaining friends
(34)___Cards and games
(35)___Dancing
(36)___Dining out
(37)___Nightclubbing

PLEASE CHECK THE CIVIC ACTIVITIES YOU ENGAGED IN DURING THE PAST YEAR

(26)___I gave money to the community fund or chest.
(27)___I followed local events regularly in the local newspaper.
(28)___I talked with my neighbors about practical ways in which our neighborhood might be improved--for example, cleaner, pleasanter, friendlier.
(29)___I attended meetings of local civic groups.
(30)___I am a member of a community organization such as PTA, League of Women Voters, Lions Club.
(31)___I belonged to a labor union or professional society.
(32)___I had contact with a local official about a civic problem.
(33)___I served on a volunteer community service committee.
(34)___I collected money or carried a petition for some local cause.
(35)___I wrote to a newspaper about a civic problem.
(36)___I taught, or helped in some other direct way, a volunteer young people's group such as Scouts, YMCA.

PLEASE CHECK THE POLITICAL ACTIVITIES YOU ENGAGED IN DURING THE PAST YEAR

(37)___I discussed political issues with my friends.
(38)___I followed current national and international events in newspapers daily or magazines weekly.
(39)___I watched television or listened to the radio programs dealing with national and international problems.
(40)___I voted in the last primary or local election.
(41)___I read one or more books about politics.
(42)___I signed a petition for or against some legislation.
(43)___I wrote a letter or sent a telegram to a public official.
(44)___I contributed money to some political cause or group.
(45)___I collected money for some political cause or group.